



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 12461690
SAU: MSAD 52
School: Greene Central School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

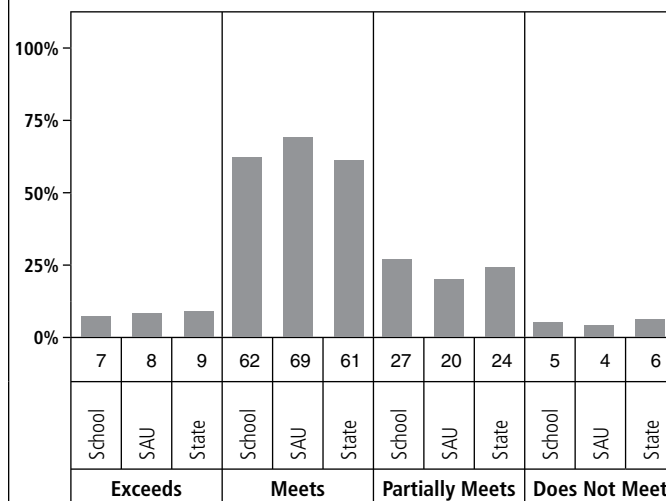
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: MSAD 52
School: Greene Central School

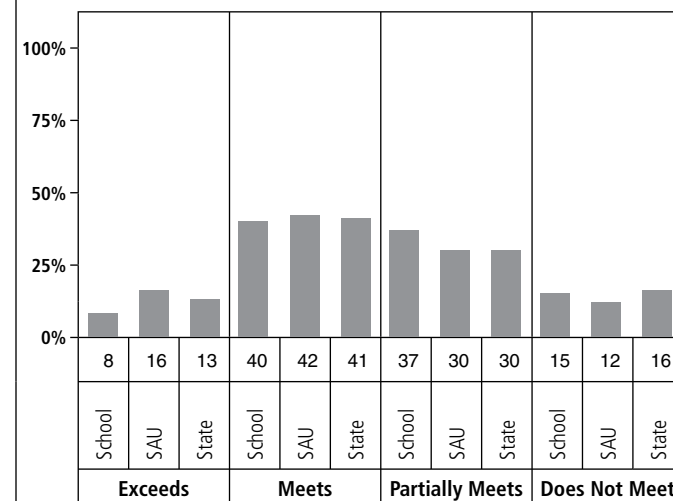
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	641	644	646
2007–2008	647	646	648
2008–2009	645	648	647
Cum. Avg.*	644	646	647
Mathematics			
2006–2007	637	643	643
2007–2008	639	641	642
2008–2009	641	645	643
Cum. Avg.*	639	643	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: MSAD 52
School: Greene Central School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	62	100	167	100	14251	100	62	100	165	99	14150	99	62	100	165	99	14156	100						
Ethnicity African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	2	1	128	1	0	0	2	100	127	99	0	0	2	100	128	100						
Asian or Pacific Islander	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	2	3	3	2	181	1	2	100	3	100	177	98	2	100	3	100	178	99						
Caucasian/White	60	97	162	97	13309	93	60	100	160	99	13224	100	60	100	160	99	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	23	39	23	2468	17	14	100	38	100	2423	99	14	100	38	100	2426	99						
Current LEP	1	2	1	1	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
Economically disadvantaged	25	40	63	38	5780	41	25	100	62	98	5724	99	25	100	62	98	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	54	87	137	82	11369	80	52	84	136	81	11373	80						
Identified disability (PET/IEP)	6	11	11	8	355	3	4	8	10	7	371	3						
LEP	1	2	1	1	167	1	1	2	1	1	170	1						
504 plan	0	0	2	1	172	2	0	0	2	1	175	2						
Participation with accommodations	6	10	25	15	2594	18	10	16	28	17	2605	18						
Identified disability (PET/IEP)	6	100	24	96	1881	73	10	100	27	96	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	1	4	74	3	0	0	1	4	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	2	3	3	2	187	1	0	0	1	1	178	1						
Identified disability (PET/IEP)	2	100	3	100	187	100	0	0	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	1	1	26	0	0	0	1	1	25	0						
Non-participation – other	0	0	1	1	75	1	0	0	1	1	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 52
School: Greene Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	0	0	10	7	1132	8
	2007-2008	6	13	19	10	1817	13
	2008-2009	4	7	13	8	1309	9
	Cum. Total*	10	6	42	9	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	24	45	76	52	8127	57
	2007-2008	24	51	104	56	8072	57
	2008-2009	37	62	111	69	8564	61
	Cum. Total*	85	53	291	59	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	20	38	40	27	3549	25
	2007-2008	12	26	41	22	3194	23
	2008-2009	16	27	32	20	3291	24
	Cum. Total*	48	30	113	23	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	9	17	20	14	1478	10
	2007-2008	5	11	21	11	981	7
	2008-2009	3	5	6	4	799	6
	Cum. Total*	17	11	47	10	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	32.4	57.9	34.4	61.4	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.1	60.5	12.4	62.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.3	56.4	22.0	61.1	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: MSAD 52
 School: Greene Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	60	4	7	37	62	16	27	3	5	645	162	8	69	20	4	648	13963	9	61	24	6	647
Ethnicity																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										2						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	2										3						174	5	55	33	7	644
Caucasian/White	58	4	7	36	62	15	26	3	5	645	157	8	69	18	4	648	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	5	42	5	42	2	17	639	35	0	43	43	14	640	2236	1	30	48	22	637
No	48	4	8	32	67	11	23	1	2	647	127	10	76	13	1	650	11727	11	67	19	3	649
Current LEP																						
Yes	1										1						322	2	39	37	21	638
No	59	4	7	37	63	15	25	3	5	645	161	8	69	19	4	648	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	24	2	8	13	54	7	29	2	8	644	60	10	57	30	3	646	5617	4	54	33	9	643
No	36	2	6	24	67	9	25	1	3	646	102	7	75	14	4	648	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	60	4	7	37	62	16	27	3	5	645	162	8	69	20	4	648	13959	9	61	24	6	647
Gender																						
Female	27	2	7	15	56	8	30	2	7	645	75	11	63	23	4	648	6743	13	63	20	4	649
Male	33	2	6	22	67	8	24	1	3	646	87	6	74	17	3	647	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										22	0	64	27	9	644	1408	4	41	43	12	641
No	59	4	7	36	61	16	27	3	5	645	140	9	69	19	3	648	12555	10	64	21	5	648
Gifted/talented program																						
Yes	0										5	20	80	0	0	657	636	39	59	2	0	659
No	60	4	7	37	62	16	27	3	5	645	157	8	68	20	4	647	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: MSAD 52

School: Greene Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	636	1	0	0	100	0	638	6	5	47	32	16	642
B. less than one hour	62	4	11	23	62	8	22	2	5	646	59	8	69	18	5	647	59	9	62	24	5	647
C. one to two hours	28	0	0	10	59	6	35	1	6	643	34	9	67	22	2	649	32	11	64	21	4	648
D. more than two hours	8	0	0	4	80	1	20	0	0	647	6	0	89	11	0	650	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	23	4	29	8	57	1	7	1	7	651	21	21	59	15	6	651	31	17	66	14	3	651
B. good	57	0	0	21	62	11	32	2	6	644	52	6	70	20	4	648	48	8	64	23	5	647
C. fair	18	0	0	7	64	4	36	0	0	642	25	3	70	25	3	644	18	2	48	40	10	641
D. poor	2	0	0	1	100	0	0	0	0	658	2	0	100	0	0	650	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	27	1	6	10	63	3	19	2	13	645	35	11	68	18	4	649	38	13	65	18	3	650
B. They match some of what I have learned.	48	2	7	21	72	6	21	0	0	647	51	6	76	17	1	648	49	8	63	24	5	647
C. They match just a little of what I have learned.	22	1	8	5	38	6	46	1	8	643	13	10	48	33	10	644	10	5	48	36	11	642
D. There is no match.	3	0	0	1	50	1	50	0	0	643	2	0	33	33	33	637	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	19	0	0	6	55	4	36	1	9	641	24	3	58	34	5	645	16	7	52	30	11	644
B. about the same as my regular schoolwork	61	3	8	23	64	9	25	1	3	646	63	10	72	15	3	649	66	10	64	22	4	648
C. easier than my regular schoolwork	20	1	8	7	58	3	25	1	8	645	14	9	68	18	5	647	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	1	17	2	33	2	33	1	17	643	14	14	45	32	9	645	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	61	2	6	24	67	9	25	1	3	645	63	5	72	20	3	647	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	29	1	6	10	59	5	29	1	6	646	24	13	71	13	3	651	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	70	3	7	28	67	10	24	1	2	646	59	12	64	22	2	649	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	28	1	6	8	47	6	35	2	12	642	41	3	74	17	6	646	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	100	0	0	0	0	648	1	0	100	0	0	648	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	13	1	13	3	38	2	25	2	25	641	13	29	48	10	14	651	23	15	65	16	4	650
B. 20 minutes to an hour	70	2	5	27	64	12	29	1	2	646	62	3	70	24	3	647	49	10	64	22	4	648
C. less than 20 minutes	8	0	0	4	80	1	20	0	0	646	9	7	79	14	0	648	11	6	58	29	7	645
D. I rarely read at home.	8	1	20	3	60	1	20	0	0	648	16	12	73	15	0	649	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	2	100	0	0	638	100	0	0	100	0	638						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 52
School: Greene Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	4	8	25	17	2092	15
	2007-2008	8	17	22	12	1474	10
	2008-2009	5	8	26	16	1807	13
	Cum. Total*	17	10	73	15	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	17	32	50	34	5731	40
	2007-2008	11	23	73	39	6008	43
	2008-2009	25	40	69	42	5662	41
	Cum. Total*	53	33	192	39	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	17	32	42	29	4175	29
	2007-2008	15	32	56	30	4244	30
	2008-2009	23	37	50	30	4219	30
	Cum. Total*	55	34	148	30	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	15	28	29	20	2308	16
	2007-2008	13	28	34	18	2346	17
	2008-2009	9	15	19	12	2290	16
	Cum. Total*	37	23	82	17	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	29.5	52.7	32.0	57.1	30.6	54.6
A. Number	18	32	11.2	62.2	11.4	63.3	10.3	57.2
B. Data	12	21	5.7	47.5	6.7	55.8	6.6	55.0
C. Geometry	14	25	6.5	46.4	7.3	52.1	7.3	52.1
D. Algebra	12	21	6.0	50.0	6.6	55.0	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 6
SAU: MSAD 52
School: Greene Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	5	8	25	40	23	37	9	15	641	164	16	42	30	12	645	13978	13	41	30	16	643
Ethnicity																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										2						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	2										3						175	5	31	41	23	638
Caucasian/White	60	5	8	24	40	22	37	9	15	641	159	16	42	30	12	645	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	3	21	4	29	7	50	629	37	5	19	32	43	631	2248	3	18	33	46	629
No	48	5	10	22	46	19	40	2	4	645	127	19	49	30	2	649	11730	15	45	30	11	646
Current LEP																						
Yes	1										1						331	3	22	35	40	631
No	61	5	8	25	41	22	36	9	15	642	163	16	42	30	12	645	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	25	1	4	11	44	8	32	5	20	639	61	10	44	31	15	642	5620	6	33	37	25	637
No	37	4	11	14	38	15	41	4	11	643	103	19	41	30	10	647	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	62	5	8	25	40	23	37	9	15	641	164	16	42	30	12	645	13974	13	41	30	16	643
Gender																						
Female	27	1	4	10	37	11	41	5	19	639	75	13	39	36	12	644	6738	12	40	32	16	642
Male	35	4	11	15	43	12	34	4	11	643	89	18	45	26	11	646	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										22	5	36	36	23	638	1410	3	24	41	32	634
No	61	5	8	25	41	22	36	9	15	641	142	18	43	30	10	646	12568	14	42	29	15	644
Gifted/talented program																						
Yes	0										5	60	20	20	0	666	637	65	32	3	0	665
No	62	5	8	25	40	23	37	9	15	641	159	14	43	31	12	645	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: MSAD 52
School: Greene Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	50	0	0	1	50	632	2	0	33	33	33	635	6	7	32	28	32	636
B. less than one hour	61	3	8	14	37	17	45	4	11	641	59	13	39	34	13	643	59	13	41	30	16	643
C. one to two hours	27	2	12	6	35	6	35	3	18	642	34	20	44	29	7	648	32	14	41	31	14	644
D. more than two hours	8	0	0	4	80	0	0	1	20	644	5	22	67	0	11	652	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	5	20	16	64	3	12	1	4	650	32	34	49	13	4	655	30	27	45	18	9	651
B. good	39	0	0	8	33	11	46	5	21	636	47	10	44	32	13	643	46	9	45	31	15	643
C. fair	19	0	0	1	8	8	67	3	25	634	18	0	27	53	20	636	20	2	29	43	26	635
D. poor	2	0	0	0	0	1	100	0	0	634	2	0	25	50	25	630	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	27	3	18	6	35	6	35	2	12	645	41	26	43	28	3	651	35	18	42	27	13	646
B. They match some of what I have learned.	53	1	3	14	42	15	45	3	9	641	44	10	42	38	11	643	50	11	43	31	15	643
C. They match just a little of what I have learned.	16	1	10	4	40	2	20	3	30	640	12	5	45	20	30	639	13	8	31	36	26	638
D. There is no match.	3	0	0	1	50	0	0	1	50	626	2	0	25	0	75	614	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	26	2	13	6	38	6	38	2	13	640	24	13	41	33	13	642	32	7	40	34	20	640
B. about the same as my regular schoolwork	51	3	10	10	32	13	42	5	16	642	60	18	41	32	9	646	56	13	42	30	15	644
C. easier than my regular schoolwork	23	0	0	8	57	4	29	2	14	640	16	15	42	23	19	644	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	60	4	11	15	41	14	38	4	11	643	59	17	41	35	7	646	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	34	1	5	8	38	8	38	4	19	639	39	16	44	23	17	644	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	2	50	1	25	1	25	639	2	0	50	25	25	639	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	1	33	1	33	1	33	634	3	0	20	60	20	632	6	8	29	29	34	635
B. 30–45 minutes	18	0	0	5	45	2	18	4	36	635	15	13	42	21	25	641	33	10	37	34	19	641
C. 45–60 minutes	50	3	10	11	35	14	45	3	10	642	65	16	43	32	9	646	45	15	44	29	12	645
D. more than 60 minutes	27	2	12	8	47	6	35	1	6	646	17	21	43	29	7	649	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	2	67	0	0	1	33	640	10	0	56	25	19	642	9	14	35	29	22	641
B. two or three days a week	30	1	6	7	39	6	33	4	22	639	36	24	39	29	8	648	26	15	40	30	16	644
C. two or three times each month	34	2	10	10	48	8	38	1	5	646	35	18	44	30	9	647	31	13	43	30	14	644
D. never or almost never	31	2	11	6	32	9	47	2	11	641	19	6	39	39	16	640	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	6	1	25	2	50	1	25	0	0	655	16	12	42	27	19	643	17	8	35	33	24	639
B. two or three days a week	29	1	6	2	11	11	61	4	22	634	36	10	43	34	12	643	28	13	42	30	15	643
C. two or three times each month	37	2	9	15	65	5	22	1	4	647	31	24	46	26	4	650	31	15	43	30	13	645
D. never or almost never	27	1	6	6	35	6	35	4	24	638	18	14	34	34	17	642	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	33	2	67	625	0	0	0	33	67	625						
D.	0										0											